Tennessee Tech University  
**Lesson Plan Template**

|  |  |
| --- | --- |
| Name: Jessica Forgety | Date: April 4, 2013 |
| Lesson Title: Eagle Writing  Estimated Duration: 30 Minutes  Where in the Unit does this lesson occur? *(Check One) \_\_Beginning \_x\_Middle \_\_\_End* | Grade/Level: Kindergarten  Number of Students: 20  Structure(s) of grouping for the lesson:  *(Check any that apply)*  *Whole Class \_\_x\_\_\_*  *Small Group \_\_x\_\_\_*  *One-to-one \_\_\_\_\_*  *Other (specify) \_\_x\_\_\_\_* |
| **SECTION 1: PLANNING** |  |  |
| **Curriculum Standards** | **Central Focus Question/Big Idea/Goal** | **Rationale/Theoretical Reasoning** |
| *State Curriculum Standards* (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).  [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | *What question(s), big idea(s), and/or goals drive your instruction?*  How can we write about eagles?  How do I form a sentence?  How do I supply information on a topic? | *(Why this lesson at this time; how does it connect to previous or succeeding lessons?)*  The class is studying birds this week. They have already viewed some videos and read a couple of books about birds.  The students are in the middle of their writing unit for the year. So far they have not written any expository text. Many of the students seem very interested in non fiction topics, and enjoy talking about animals.  By focusing on the academic language of this lesson, the students are given the tools to fluently use it for their writing, and to help them remember the information they are learning about eagles.  The slide show will provide the students with expository knowledge about eagles, which is essential to using the language.  The writing process is scaffolded to help the students understand what is expected of them and also to help guide their thinking. It will help them to make maximum use of their writing guide.  Using a real world subject during writing will make it more meaningful and expose the students to the expository text that they will see a lot of as they continue in school.  The information provided in this lesson will be increased through the students Zones of Proximal Development (Vygotsky) as they continue with science lessons over time. The scaffolded writing will also increase the students ZPD’s as they become more independent writers.  The special needs students in this class are very interested in expository videos and text. They will be engaged in the lesson through the realization that they can share expository information through writing. |
| **Lesson Objective(s): *Remember: OBJECTIVES ARE MEASUREABLE*** | |
| * Students will be able to write informative text about eagles. * Students will use complete sentences in their writing. | |
| **Prior Knowledge and Conceptions:**  (*What knowledge, skills, and/or academic language must students already know to be successful with this lesson?)* | |
| The students must already understand what the words “are” and “have” mean. As they work towards writing informative text on their own, they will use the prompts “are” and “have” to help them through the thinking process of how to organize the information they would like to convey, and to get the information down on paper. The students are in the process of learning how to write, and there are students in the class at every level of writing. The whole class has some experience in writing sentences, and the whole class is capable of completing this scaffolded assignment because they will all receive moderate support with the construction of their work. The class is very interested in life science and enjoys learning about animals. | |
| **Academic Language Demands:**  *(Identify academic language – particular words/ phrases that are essential to understanding the content of this lesson.)* | |
| * Skull * Eagle * Characteristics * Stages * American bald eagle * Environment * Fledglings * Eaglet * Powerful * Prey * Predator * Hooked beaks * Eyesight * Nests * Wild * Feathers * Talons * Hunt * Wings | |
| **Academic Language Functions:**  *(What opportunities will you provide for students to practice content language/ vocabulary and develop fluency?)* | |
| The students will view a slide show that has voice over explaining all of the academic vocabulary. The slide show contains pictures, text, and audio so that it will grab student’s interest and covers several learning styles.  The students will be provided with a printed sheet of academic vocabulary. The students will use these sheets as a reference while completing this lesson. The students will write academic vocabulary words within complete and informative sentences about eagles. | |
| **SECTION 2: ASSESSMENT AND EVALUATION** | |
| **Evidence and Assessment of Student Learning:**  *(How will you know and document the extent to which students make progress towards or meet your goal(s)?)* | |
| Checking over the student’s work for the understanding of conveying information, writing in complete sentences, and using the academic vocabulary correctly, will give the teacher evidence of what the student has learned during this lesson. The student will receive a check on their paper for using the vocabulary correctly, which also shows that the student knows what is being shared and how they are conveying to the reader. The student will get an additional check on their paper if they wrote only complete sentences. If their handwriting is illegible, the teacher will conference with the student in order to understand what the student was trying to write. The teacher will offer checks based on what that student can verbalize about their written text. | |
| **Expectations for Student Learning:**  *1) What are your expectations for performance?*  *Specifically, describe expectations for each of the following types of performance.*  ***Exceeds Expectations:***  ***Meets Expectations:***  ***Below Expectations:***  *2) Formative Assessment (Informal): How will students demonstrate understanding of lesson objective(s)?     How will you monitor and/or give feedback? How/when will students get a change to use the feedback?*  *3) Summative Assessment (Formal): What evidence will you collect and how will it document student      learning/mastery of lesson objective(s)?* | |
| If the students use the vocabulary correctly and write in complete sentences they will receive two checks, listed by a numeral 1 and numeral 2. A check on numeral one means that the students use of academic vocabulary and sharing of correct information was correct. If the student has a check by numeral two that means the student used complete sentences while writing.  Student understanding will be monitored during the lesson by the teacher walking around, answering questions, and providing assistance during writing. | |
| **SECTION 3: INSTRUCTION *(How will you support students to meet your goals?)*** | |
| **Launch / Hook / Set / Motivator:**  (*How will you get the lesson started? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics. Relate lesson to previous/prior learning. What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?* ***I CAN Statement.*** | |
| The students will view a *HelloSlide* presentation (<http://www.helloslide.com/presentations/x2nsbrf7a7/eagles>) about eagles. This presentation will go over all of the academic language. It has visuals and a voice over. The voice over compares and relates things that are common for humans to characteristics of eagles. This will help the students to better understand the academic vocabulary. It will also help them as they apply the vocabulary to their expository writing.  The teacher has an eagle or hawk skull that she found while hiking last fall. It was the inspiration for this lesson. After the eagle slide show, the teacher will show the skull to the students. She will explain that the skull is the bones from this birds head. The teacher will explain that it was found in the forest and she is not sure how it died, but that the bones are very old and had been in the forest a long time. After the task is modeled (see below), the teacher will let a few students at a time come up for a closer look at the skull as they pick up their papers to take back to their seats. | |
| **Explore: Instructional Procedures/ Learning Tasks:**   1. *Provide specific details of lesson content and delivery.* 2. *Provide/list questions and/or activities for higher-order thinking: These CANNOT be answered YES/NO.*   *(How will students engage with ideas/texts to develop understandings; what questions will you ask; how will you promote question generations/discussion; how will you address the academic language demands; detail your plan. Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson.)* | |
| The teacher will model this process or writing for the students.  The students will start out with a sheet that says *Eagles* at the top. Below it has two boxes; one says *are*, and the other box says *have*. The students will have a list of academic vocabulary to choose from. They will also be encouraged to add their own vocabulary if they think of something that fits. There are lines under each word in which the students will fill in with the appropriate response, such as: (reading from top to bottom of page) *Eagles have talons.* The students will be encouraged to fill in at least two words for each column. Once they have their words, they are ready to form complete sentences. They will use a piece of lined paper, which has an example sentence at the top. The example sentence will help students to see how to position their letters within the lines. The students will write at least two expository sentences about eagles, using the first sheet as a guide.  The students will come up to the teacher, a few at a time, to pick up their papers and take them back to their seats. They will also take a closer look at the bird skull at this time. | |
| **Closure: How will you bring closure to the lesson?**  *(Verbalize or demonstrate learning or skill one more time. May state future learning.)* | |
| As the students finish their sentences, they will be asked to share them with the class. The teacher will remind the students how we can write about things as a way of sharing information with others. | |
| **Differentiation / Extension**  (*How will you provide successful access to the key concepts by all of the students at their ability levels?)* | |
| The special needs students will receive extra support in instruction for the task. They will receive extra help with choosing the appropriate words to list under the prompts. If a student finishes early, they will be asked to write more sentences using the guide and academic vocabulary. | |
| **What Ifs:** (*Be proactive: Consider what might not go as planned with the lesson; what will you do about it?)* | |
| *What if students are having trouble finishing in time?*  *What if students finish early?*  *What if technology is not working?*  *Any management or safety issues that need to be considered when teaching this lesson?*  If the technology is not working, the teacher will explain the meanings of the academic vocabulary to the students. If the task is not completed in time (the students will be leaving for lunch at the end of the lesson), the students will complete the lesson in the afternoon during an additional language arts time allotment. | |
| **Resources and Materials:** *(What do you need for this lesson?)* | |
| HelloSlide show  White board and projector  Guide sheets(20)  Academic Vocabulary sheets(6)  Lined writing paper(20)  Eagle Skull | |
| **4. REFLECTION / FUTURE MODIFICATION:**  ***a. What is working? What is not? For whom? Why? (Consider teaching and student learning***            ***with respect to both content and academic language development,) What did you about your            students as learners? What have you learned about yourself as a teacher?***  ***b. How does this reflection inform you what you plan to do in the next lesson? (NEXT STEPS)*** | |
|  | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher Signature/Date Supervisor/Date